

CHILD-WELFARE MAGAZINE

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The CHILD-WELFARE MAGAZINE invites and welcomes news items concerning constructive work done for welfare of childhood in home, church, school and state.

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Education's Primary Task

By PROF. M. A. HONLINE

Dayton, Ohio

This article appeared in a local S. S. publication.

In moral, as well as in medical, pathology we are coming to rely on prevention rather than cure. Experience has taught us that the agencies and institutions that exist to do moral repair work cannot be compared in importance with those other agencies and institutions that exist to make moral repair work unnecessary. Few believe today that society can ever be permanently renovated by any moral germicide administered to adults. This world will be won to Jesus Christ, not through the conversion of adult sinners, but through the preservation of child-life and child-innocence. If the streams of childhood are kept pure and uncontaminated we will never have to filter the muddy currents of adult life. If the Prodigal Son had not left the father's house, he would never have had to go back. It is our sacred duty to see that the

child remains in the father's house and never becomes a prodigal.

The church has been more or less uncertain regarding the moral status of the child, and from the very beginning down to the present time, two extreme views have been vigorously maintained regarding his original nature. One view is that original nature is essentially wrong and untrustworthy, and the other is that it is always right and uniformly reliable. The first of these views has been championed and defended by such outstanding characters as Augustine, John Calvin, and Jonathan Edwards; the second by such recognized scholars as Rousseau, Pestalozzi, and Froebel, and in more recent times, by Horace Bushnell and President G. Stanley Hall. There is some truth as well as much error to be found in each of these

views. The child at first is not moral; neither is he immoral. All that can truly be said about him in this connection is that he possesses capacity to become either. He is only a candidate for morality; a sort of a verb "to be." Very early in life he displays astonishing capacity for virtue, and at the same time he betrays equally strong capacity for vice, but at first he is neither virtuous nor vicious. Some of his tendencies are good and ought to be encouraged; some are bad and ought to be inhibited; there are still others that are neither good nor bad but capable of becoming either. These must be directed. Herein lies the hope of the race, for there is so much good in all of us that it becomes gloriously possible to make pretty respectable citizens out of the most of us.

The human offspring enters upon his life career equipped with a complicated nervous system over which, at first, he has no control and concerning the nature of which he is wholly ignorant. His first acts are automatic, reflex, or instinctive, and are predetermined entirely by the nature of the nervous organization which he has inherited from a long line of ancestors. Hence neither moral nor immoral qualities can, in any true sense, be attached to his conduct. "For a young child one act is as good as another, until experience and training teach otherwise. . . . For a child, an act becomes good or bad when he comes to recognize its quality and its bearing upon his own welfare and that of others" (Waddle's *Introduction to Child Psychology*, p. 209f). Morality in the last analysis is social, both in its origin and in its nature; consequently, human conduct derives its moral qualities from its effect upon others. The capacity to attain to form of behavior which society designates as moral is a matter of heredity, but the moral and ethical standards which one accepts

as criterions of daily conduct are very largely matters of environment and education.

Every normal child, as he comes into the world, is endowed with numerous latent powers or impulses which psychologists group and designate as physical, intellectual, social, and religious. The one outstanding characteristic common to all these impulses is their tendency to "self-gratification." The child's physical equipment leads him to seek food and exercise; his social, leads him to seek companionship; his intellectual leads him to seek knowledge; and his religious leads him to seek God. Heredity bestows all these impulses; environment supplies the arena on which satisfaction may be secured; but education must direct them all into forms of satisfaction which an ideally constituted society can approve.

Education's primary task is formation rather than reformation. It must generate power to think and feel, to will and act in vital relations to individual and social needs. Its ultimate values are to be expressed, not in terms of knowledge, but in terms of character. It has but one object, and that is to serve life and serve it more abundantly. If biology is right in its interpretation of education as "response to stimulation" it then behooves the teachers of childhood to supply the stimuli that will produce the desired response in the form of practical knowledge, right attitudes, high ideals, and worthy character.

Biologically, the newly-born child is a product of nature; socially, he is a candidate for life in a highly complex order of civilization; his biological nature being at enmity with the social order, he resists social restraints just as the young animal resists domestication. Consequently education's fundamental task in both church and state consists in encouraging, inhibiting, and redirecting original human tendencies.

Teaching the Child to Use Good English

I was amazed to have a professional man say to me one day this week: "I do like to hear your children talk (one is eight and the other two); they use such good English and have a wonderful vocabulary." I asked myself if that were really so and, if so, why. I have concluded that it is because, although I am a very busy woman and have very little leisure time, yet I do try to explain each new word to my children and do strive as much as possible to use fairly good English myself and insist on their doing so, taking time to explain why we use such and such words. Only to-day my little son came to me with a scheme of his own devising for improving our English.

Betty enunciates clearly and will talk of the "hypodermic needle" which the doctor used in vaccinating her as easily as she would say "pin." She even has a few French phrases

which she has picked up from me. I do not talk baby-talk to her, though I do use diminutives and terms of endearment and if she has a little baby-phrase of her own I enjoy it for a day or two, but she soon corrects herself.

Quite recently, I overheard two high-school girls talking and their conversation was sprinkled with expressions such as: "Gosh! kid, ain't she the limit." "Say, ain't this swell?" and others just as bad.

I must confess I never want to hear anything like that from my children and yet I do not want them to become prim little prigs.

I see that the town of Concordia, Kansas, has declared a war against the misuse of the English language. A system of fines is to be imposed by the Chamber of Commerce: five cents for a split infinitive and ten cents for a wrong form of a verb. May the good work continue!

Training Little Citizens

CONCERNING MANNERS

By EVA MARCH TAPPAN, Ph.D.

(Author of "When Knights were Bold," "In the Days of King Alfred")

"I assert confidently that it is in the power of one American mother to make as many gentlemen as she has sons."—*Marion Harland.*

My text is the manners of two little children who called upon me, each with her mother. When Three-year-old was introduced, she put out her tiny hand and said with a charming smile, "How do you do? My mamma said you liked little girls." "Mamma" opened her bag and out came Three-year-old's best beloved doll. In two minutes Three-year-old was playing happily in the bay window, while her mother and I had the long talk that we wanted.

When Four-year-old called and her mother said, "This is my little daughter," she made no response to my greeting, but promptly seized my prettiest sofa pillow, threw it on the floor, and trampled over and over its delicate silk with her dusty scandals. Her mother said nothing, but when she rose to leave, she was quite severe with little Four-year-old because she neglected to make the formal courtesy that she had been taught. "Evidently her home training in good manners consists in learning to make that courtesy," said a friend who was present; but I fancied there was something more than that back of the difference between the two children. Of course calls on grown ups are dull matters for small folk, but little Three-year-old had, by the thoughtful word of her mother, been put in a mood to please and be pleased, which is the foundation of pleasure in society. Poor little Four-year-old was "at odds with her environment," and her mother had not said the thoughtful word that might have helped her.

Whatever life may bring to a person, there is one thing certain, he will have to mingle with other people; and good manners which have their rise in a kindly feeling toward others will be a great help. Of whatever follies kings and queens have been guilty, they have generally realized that much of their popularity must rest

upon the impression that their manners make upon people. Long before Queen Victoria could speak plainly, she was taught to make a little bow and say, "Morning, lady," or "Morning, sir," when anyone approached her little carriage. Years later, a sailor lifted her small daughter on board the royal yacht, saying as he set her down, "There you are, my little lady." "I'm a princess," the child retorted. "I'm not a little lady." The watchful mother said, "That is true. Tell the kind sailor that you are not a lady yet, but that you hope to be one some day."

How can children be taught courtesy? The foundation, of course, is to teach them by word and example to feel kindly towards the people around them. Show them the little ways of thoughtfulness by which they can express this kindness of feeling. Teach them not to save up their good manners for strangers, and emphasize this by treating them with the same courtesy that you wish them to manifest. "I like to have the Blanks come to play with my children," said a mother, "for they are never rude and rough in their games." I was interested to ask the mother of the Blanks how she had brought this about. "I really believe it is due to our after-supper hour," she replied thoughtfully. "For an hour after supper I do whatever the children choose and *as one of them*. We read aloud, we go to walk, we make candy, we snowball one another, we play games, sometimes wild, rollicking games, and I do not ask for any special privilege on the ground of being a grown up. But of course the children would not think of "tagging mother" too roughly or making hard snowballs when one might happen to be thrown at her; and they won't quarrel about who shall stir the candy when they know that mother is waiting for her turn. If they practise self-control and courtesy with me, they will be more likely to practice it with others."

Have Faith in Yourself

By ANNA MAE BRADY

The successful person is the one who has had faith in his undertakings, and faith in his ability to carry them out. We have only to look about us to see men and women who are able to do something better than anyone else, yet they do not believe they can. They lack faith in themselves. Columbus believed he could carry out his plans in spite of all the opposition and lack of funds. Had he lost his faith some other person would have discovered the new world. We can do

whatever we think we can. For if our belief is strong enough we will conquer opposition and find ways and means. Success in any line is never an accident. It is the result of hard work and belief in self. It is true that it is as possible to overestimate as to underestimate one's ability. But to be able to calculate one's ability whether mental or physical is an art worthy of cultivation by all of us.

Mrs. Parson's Tantrum Cure

"Billy."

No answer.

"Billy!"

Mrs. Parsons frowned and closed the door. Evidently Billy had run away again. When Billy finally appeared he was in a sadly disarranged and be-draggled condition.

"Billy, where have you been?"

"Nowhere," mumbled Billy.

"That is not so. You have been swimming; didn't I tell you this morning not to go? And you have been fighting again! This is the second time today you have disobeyed me. Now go right upstairs and spend the rest of the evening in bed."

Immediately eight-year-old Billy threw himself on the floor and began to kick and scream in a paroxysm of rage. From a tiny infant he had flown into a tantrum when he didn't get what he wanted. Mrs. Parsons had hoped he would outgrow them, but they only seemed to grow worse as he grew older. After a talk with the wise old family doctor Mrs. Parsons was prepared to act.

She seized Billy, jerked him to his feet, and dragged him up the stairs. Ordinarily she would have left the room and nothing more would have been said about going to bed. Mrs. Parsons marched Billy to his room, managed to undress the squirming child and put him to bed. He continued to shriek and climbed off the bed. Snatching up a couple of stockings Mrs. Parsons bound his hands together and anchored a foot to the bed. After which she went to the hall telephone and called up the doctor.

"Dr. Jones, this is Mrs. Parsons. Billy has suddenly been taken very ill. Yes, I have put him to bed. He is very nervous, seems to have no control over his hands and feet. I had to bind his hands to keep him from injuring himself. Castor oil, you say, and dry toast and milk? Very well, Doctor. Yes indeed, I will be careful to keep his feet warm."

Billy had stopped screaming and perked up his ears. It was a real conversation with the Doctor; he could hear his voice answering his mother. The mention of castor oil made him uneasy. Mrs. Parsons entered his room again and smoothed his hair.

"I'm so sorry you are ill, Billy. It's too bad to miss your picnic tomorrow. Perhaps you will be able to return to school Monday." In the other hand she had a bottle and spoon. Castor oil! Billy thought it time to protest.

"Mother! I'm not sick, not a bit. I don't want any medicine. I won't take any castor oil, I won't! I won't!"

His mother poured out a spoonful and approached the bed. "Oh, but you are sick, dear. One of the worst diseases that you could possibly have. Open your mouth and swallow this right down."

Billy screamed, but being helpless it was an easy matter to hold his nose and pour it down. Then she brought a hot water bag and placed it carefully to his feet.

It was a very bewildered little boy that lay in bed and listened to the gay chatter of his father and sisters. It was lonesome up here in the dark, and besides he was hungry. Unable to cope with the situation he fell asleep.

In the morning when Billy woke up his mother brought up a tray with several slices of dry toast and a glass of milk for his breakfast. He begged for his usual fruit and cereal but Mrs. Parsons was firm.

"No, Billy, dear, the Doctor said to be very careful about what you ate. It might bring on a fever."

Billy munched the dry toast and drank the milk, but when lunch time brought the same meal, he thought longingly of the cool dining room, and the tempting lunch the other children were enjoying.

In the afternoon, Mrs. Parsons sat down and explained how losing control of one's temper was just another form of illness. She told him how his whole life might be ruined by one act committed in a moment of anger. Then she read him the story of the man without a country, and how he was made lonely and miserable the rest of his life because he could not control his temper.

Billy seemed impressed by such a practical demonstration. Two days in bed, combined with castor oil does not appeal to a small boy. He was very careful for a couple of weeks to control his temper, but a life-long habit cannot be broken in a few days, and it wasn't long before he was back in bed.

Mrs. Parsons read him for a bed time story each night some story emphasizing the need of control over a hasty temper. She was a wise mother, and knew it would take drastic measures to break the habit she had allowed to grow on him. It wasn't long until Billy had learned to control his temper enough not to fly into a rage every time he was displeased.

If we could read the secret history of our enemies, we should find, in each man's life, sorrow and suffering enough to disarm all hostility.—*Longfellow*.

There is no place where we cannot pray. There is no place where we cannot love, and, while we love and pray, we share the omnipresence of God.—*The Master Christian*.

Politeness to Children

By MRS. NESTOR NOEL

There are women who never teach their children politeness at all, there are others who only teach them to be polite in front of strangers and, best of all, there are those who teach them good manners at all times. This is one side of the question. Have we ever looked at the other?

Some women talk to children just as if they were animals! It is: "Do this!" or "Do that!" "Come here," "Get out of the way!" etc., from morning to night. Hasn't a child a right to be spoken to politely, just as much as a grown-up person? It isn't any harder to ask a child to do things gently than it is to ask her roughly. In fact, a mother is the gainer when she is polite to her own child. Naturally, a child is more inclined to do things which she is asked to do, politely. We can't have much respect for our own children when we order them about like dogs! The right amount of pride should tell us how to speak to our children.

There comes a time when boys and girls turn into men and women. Can we change our way of speaking to them, all of a sudden, at this period? Not very easily. So, if we don't want to be impolite to our children all our lives, we had better try being polite to them from the start. A woman expects too much when she expects her child to be polite to her, at all times; yet never is she polite in her turn. People seem to think it absolutely unnecessary to say: "Please" and "Thank you" to a child. I cannot tell why this is so. Yet one has only to visit various homes, above all in the country, to perceive that such is the case.

It is strange that country people seem to care so little for good manners. We all know the expression: "An uncouth country lad," yet, it seems to me that country people, brought up nearer to Nature, ought to be more gentle and more kindly than townfolk!

When we are polite to our children, from their earliest recollection, we scarcely have to teach them good manners at all, because they catch these by their unconscious imitation. People who have never seen us will judge us by our children! Have we ever thought of this? Yet we frequently hear the remark: "How nice Mrs. Brown must be; she has such well-mannered children!" We may be sure that, when such is the case, the mother is polite to her boys and girls. Some women have a habit of speaking gently to girls and roughly to boys! Why this distinction? If they expect their daughters to be ladylike, do they also want their boys to be tomboys?

A woman who never has a "Thank you" or a "Please" for her children, gives away her own bad breeding. What sort of a woman is she, we ask ourselves? If she had come from polite

parents, would she not, in her turn, have been polite to her own children? It is hard to be polite, *occasionally*. We have to be so *all the time*. It is easy to see when a woman is putting on "company manners," because she is so unnatural! An unnatural woman spoils a great deal of fun. How much better would it not be, if she were polite to her children; then neither she nor they would have to practise for "company." We talk about our "best company manners"! Why should there be such a thing? If we love our homes and our children, then the *best* will be for them. I once heard a child remark: "I shan't enjoy myself at all, I shall have to be so polite!" If her parents had been polite to her, always, she would naturally be polite—not only to them, but to everyone else, and there would be no strain to "put on good manners" for "company."

We should be as polite to our own children as we would be to the queen! Every woman should be a queen to her husband, and therefore, as we expect our children to marry one day, we should treat them with respect *now*! So few people think that children should be respected. It isn't fair to put all the politeness on one side. We wouldn't like it ourselves. This is always the Golden Test. How should we like to be spoken to, the way we address the children? Let us go back and try to remember our childhood, with its childish likes and dislikes. Those people whom we cherish in our memory were those who were gentle and kind in their dealings with us. It is impossible to be gentle and kind without being polite. It all goes together. I hate to hear people talk roughly with their own children. It is worse than being rough with strangers, because these last can keep away; but the children cannot. It is not fair to our children to expect them to live with us and then to be so rude to them! You think you are polite; do you? Well, as long as you are impolite to your children, you are bad-mannered! This is putting it strongly! Yet it needs to be so put! Many people will fight for their own rights; but someone must look out for the children. Sometimes, only the merest suggestion is necessary. Many women are rude to their own children, *thoughtlessly*. Once such a state of affairs is brought to their attention, they change quickly, for the better.

Mother love should teach us to be polite to our children; for how can we be harsh with those we love? We are so flustered now-a-days: there is so much to do. How can we have time to think of all this politeness? Take life a little easier: that is all! You will accomplish more by going gently; and, don't forget—the children themselves will be more help and will save you many steps, if you are polite to them!

Motivated School Work

By STELLA WATSON

Critic Supervisor, East Central Normal

From *The Oklahoma Teacher*.

The children in the seventh and eighth grades of the Training School of East Central Normal were not peculiar in not liking to write compositions. They did the work assigned, but there was lacking the zest that they usually showed in their work. I had two student teachers who taught composition and reading in these two grades. One day after a rather unsatisfactory composition lesson I felt that something must be done to arouse more interest. So after consulting with the student teachers we decided to "allow" the children to dramatize some story. Rip Van Winkle was selected by us as both classes had studied it in reading lessons. I approached the children as though it were a great secret which they must keep until we were ready for it to be disclosed. The plan was to write up Rip Van Winkle in three acts, each child writing each of the three acts, giving full scope to his own imagination. But they were to write the drama one act at a time, and include no more of the story than was read to them for that particular act. These were to be written in ink and in the very best form possible.

We took one period to read several acts from a comedy so that the children would have an idea of the form. But each child was to clothe his own characters in their peculiar characteristics and put just such words and retorts in their mouths as his own imagination dictated. The best one of each of the three acts was to be chosen and dramatized. The children were told if they did this well enough they might put it on for the Normal students and faculty at some assembly hour. The result was more than satisfactory. Every child really did his best, and some wonderful feats of imagination were rendered. We used the first acts for reading lessons until every child had read his own play. And there, for the very first time, we got some real reading done. The best of the first acts was written by a little seventh grade girl, and it was surprisingly good. Several copies were made of this act, leaving it absolutely in the original. Characters were selected, and the parts were given out to be memorized. Startling as it may sound, these children memorized every bit of that the first night and were ready to rehearse the next day. The other children's papers were all collected and carefully put away.

In the meantime we started the children on the second act, had it written over night and used for a reading lesson next day. It took two days to each act to have them all read. After the second act was completed the best one was chosen to be dramatized. But we were careful not to select the same child's paper, although it was good, so as to divide the honors and heighten rivalry. This act included the drinking scene

shown in the illustration. Different characters from those in the first act were chosen for this, except Rip Van Winkle. Only boys took part in this act, but every boy was brought in. It was the mountain scene, and ended when Rip went to sleep. Almost unbelievably good stage directions were given in some of these papers.

After the second act was accepted, the third one was started. This one was in two scenes, one the waking of Rip, the other the street scene. The interest of the children was at its height during all this time, and every child was eager to write and to read his play. The three acts required about a week to be written and read in class. We did not stop to correct individual papers while they were being written as we wanted the work to go on under enthusiasm, and we felt that it was quite probable for it to subside; however it did not.

After the third act was chosen, the characters selected—and by the way, we managed to bring every child in the room into the play somewhere—and memorizing started, we went back to the first act for language and composition material, this time reading the papers aloud solely for that purpose. The student teachers checked the mistakes, and the children were asked to copy their own plays correctly to be kept. No play was changed in thought by us.

The day when we were to give the play was decided on, and each child was asked to write an informal invitation to his parents. These invitations, of course, must be perfect; so great interest was manifested in them.

But in the meantime other departments saw possibilities of motivating their work with this same play. Posters would be needed to advertise the play, and some wonderfully clever, original posters were made. These were made in blocked letters, in water colors, and in pen sketches, the child being allowed to work out his own individual ideas under the supervision of the art teacher. Then covers were wanted for the finished play, giving more material for real motivated work.

And since we were actually going to stage the play, something was needed to "fill in" between acts while the scenery was being changed. So the music teacher had an opportunity for some motivated music, and some songs were learned specially for this. But it didn't end there even; the gymnasium teacher worked in some little Dutch and fairy dances to be used between acts. Every child was taught the dances, then some specially good ones were selected to give them.

This all covered a period of about four weeks, but I have never gotten such excellent results from any other four weeks in my experience in teaching.

Health for Every Child

By MILDRED TERRY

One of the vital concerns of every thoughtful mother is the health of her children; and wherever mothers are gathered together, this interest is likely to expand until it touches the well-being of other children of the community. The individual mother must learn, sooner or later, that the problem of keeping her children well is closely tied up with that of the welfare of her neighbor's children.

It remains, however, for the school, as the foster mother of the young, to spread health teachings, if they are to reach the greatest number. Strangely enough, school authorities sometimes need to be awakened to this opportunity, and parent-teacher associations are then in an advantageous position to supply a stimulus. Through their efforts the Modern Health Crusade—the movement that seeks to give the child health habits and active interest in personal and public health—has been brought to many children. All over the land, parent-teacher associations have found in the crusade a health program ready for use.

Under the banner of the Modern Health Crusade children are willingly doing erstwhile despised hygienic tasks. Boys and girls who hitherto avoided ablutions are vying with each other with clean faces and hands and showing creditable scores of full baths, even though resort must be had to the kitchen sink or washtub. The toothbrush is becoming popular, and the mouth no longer a harbor for pencils and fingers. Early bedtime is ceasing to be a bugbear; and deep breathing, plentiful water drinking, slow eating of wholesome food, and avoidance of tea and coffee are the order of the day. Crusaders try to protect others from random coughs and sneezes, to hold themselves erect, and to be cheerful and helpful.

Healthier and happier children are springing up where the movement is carried on under able leadership. "We consider the crusade one of the best things that we have ever undertaken," writes a county superintendent. "Principals and teachers are enthusiastic and the results have far exceeded our expectations." This sentiment has been echoed again and again.

The health chores, largely home work, form a link between home and school and carry a health message to parents. Many a family that has kept the windows closed against the "bad night air," used a common toothbrush, or shunned bathing in cold weather, has been enlightened by the advent of a health chore record. In many cases, parental skepticism has melted away and the whole family has taken to doing the health chores.

With the chores as a starting point, crusaders have branched out into other health activities. Sanitation work has been made a feature of the campaign for better living in more than one locality. In one county a sanitation round-up was carried on so effectively that only eight householders failed to comply with requirements. The survey showed much infection of drinking water and resulted in the digging of many new wells, with a marked decrease in the recorded number of typhoid cases.

The crusade is extending its unique interest for children to the acquisition of physical and athletic fitness in various ways. The highest distinction that may be won by a crusader is membership in the Round Table. Crusaders may qualify by passing standard athletic and posture tests, attaining normal weight for height and age, passing physical examinations, or pursuing a course in first aid; and thus a boy or girl is given something to work for, beyond the practice of the health chores.

Important changes have, here and there, been attributed to the crusade. In some localities taxpayers, seeing their school buildings far below present-day standards, have voted new and more sanitary structures. Hot school lunches have been installed to replace cold and often unsuitable repasts brought from home. Common drinking cups and roller towels have been abolished, and windows have been cut to let more light and air into temples of learning. Health pageants, dramatizing the forces for and against disease, have helped to arouse whole countryside to make conditions more livable.

The Child

By JAMES OPPENHEIM

You may be Christ or Shakespeare, little child,
A saviour or a sun to the lost world—
There is no babe born but may carry furl'd
Strength to make bloom the world's disastrous
wild!

O what, then, must our labors be to mould you,
To open the heart, to build with dream the
brain,

To strengthen the young soul in toil and pain,
Till our age aching hands no longer hold you.

Vision far-dreamed! But so! if your last goal
Be low, if you are only common clay—
What then? Toil lost? Were our toil
trebled, nay!

You are a Soul, you are a human Soul,

A greater than the skies by star-hosts trod,
Shakespeare no greater, O you slip of God!

*Reprinted by permission from "Monday
Morning and Other Poems."*

A Genius, a Prodigy, a Fool and a Normal

BY WINIFRED SACKVILLE STONER JR.

Having been erroneously classed as a genius, I am always deeply in sympathy with young people who are dragged into publicity because they have accomplished a few things that so-called "normal" children have not done at a certain age. There is nothing more terrible for any child than to be put up as an example of precocity and to be expected to shine in all things and at all times. No so-called genius or prodigy can speak more feelingly on this subject than I, for the newspapers and magazines in Europe and America have given much space to discussions concerning my so-called precocity and my fate. All newspapers, I must say, have been most kind to me. They have overestimated my abilities and have not dwelt upon my faults, and I have found all newspaper reporters "delightful." But nevertheless I have suffered through publicity and so does every one who comes into the limelight. Ergo, my sympathies are with the Hardy boy, chief of the latest crop of so-called geniuses.

In my opinion, however, Edward Hardy is not a genius. He is just a healthy, happy boy who has been able to accomplish more than most boys of his age because his parents showed him how to play for a purpose, to have an aim in all he did from his cradlehood days until he fulfilled one big aim—that of being ready to enter college at the age of 12 years. Because of this accomplishment he may be called a prodigy in these days when most boys and girls of this age are not yet in the high school, but being able to pass college entrance examinations does not make him a genius. A genius is born. A prodigy is made by his parents and through his own efforts.

There is a narrow line between a genius and a fool, but a very broad line between a genius and a prodigy.

Let me try to explain myself: A genius in olden days was a sort of god who helped humanity. Later on in history the word "genius" was applied to one possessed of some great talent for music, art, oratory, war tactics, etc. In looking into the lives of all great musicians, artists, warriors, etc., we find that they showed tendencies to excel along certain lines in early childhood. Mozart played on his violin at 5 years of age better than Edward Hardy could play on the same instrument at 12 years. Mozart could not have passed college examinations at the age of 35, when he died, but Mozart's music will live forever. He himself was very unhappy and died in poverty, being buried as a pauper.

This is the fate of most geniuses who give us joy by their music, art, poetry. They give up their lives to one art. They cannot think in dollars and cents, they suffer far more keenly than the ordinary mortal, and they deserve

crowns of glory; but I for one do not envy, only pity them. And I for one believe that every right-minded Government should provide food and shelter for geniuses who have proved their worth. Genius should not be compelled to hitch Pegasus to the commercial juggernaut. The temperamental genius loses his inspiration when he must think of filthy lucre and shoes for his feet. He should be allowed to create beautiful songs and glorious paintings for us, and we should pay him for his services. But because he is so absorbed in his one line of thought he is sometimes called a fool, and verily in some ways he deserves the title. But not altogether, for a real fool thinks he is wise when he has no talent.

I remember spending a week with a great astronomer who was so absorbed in studying about the stars that his wife had to feed him with a spoon in order to keep him supplied with necessary nourishment. He dwelt upon the skytop as an authority about the stars, but he knew of nothing that was going on around him. He was a genius even as Mozart.

The prodigy, however, is a healthy individual given the right birthright of health and love, and having every thought and action aimed toward some worthwhile goal. Herbert Spencer was so trained by his parents, and so were Dr. Witte, John Stuart Mill, Professor James Thompson, Lord Kelvin, and the last crop of so-called prodigies, William James Sidis, the Berle children, the sons of Professor Weiner Daphne Allen, Fitzgerald Villiers-Stuart and your humble scribe—myself (not that I consider myself worthy of being classed with the truly great, but I am fortunate at the age of 18 to be the author of a number of published books, to have been on the lecture platform with many famous speakers, to have the record of having finished a prescribed college course at the age of 12, and to be able to earn my own bread and butter at an age when most girls are wholly dependent upon their parents for support).

Anything that I have been able to do I owe to my early training, and I firmly believe that in a few years from now the normal child will be expected to be ready for life's battle at 18 instead of just beginning. At the present time children do not have a chance to become individuals, and to work for goals. They are put into machines and come out sausages instead of works of art. They suffer from repression and are not encouraged to express themselves as thinking beings.

The normal child is so called if he submits to repression and does exactly as his neighbor, accomplishing just so much in a certain time. The normal child is allowed to grow like any animal until he reaches a prescribed school age,

and is then sent to school to have his surplus energy taken out of him and to learn how to walk, talk and act like every other boy and girl. Is it any wonder that there are so few really brilliant people in the world?

The crying need of today is for schools for parents rather than schools for children. When parents are taught how to care for their children from the mental-physical-spiritual-moral-aesthet-

ical-financial standpoints, then any normal child will be ready for college at 12 years of age and every boy and girl will be self-supporting before reaching the age of 21. Now that women have the right of suffrage, they should help to make better citizens for this Republic through forcing the Government to have parenthood training classes in every city and every town of the United States.—*New York Times*.

Teaching the Constitution of United States

By LLOYD TAYLOR

Secretary of the National Security League

We, a people devoted to Constitutional government, have given practically no thought to the teaching of the Constitution to our citizens and not enough thought to teaching it to those about to become citizens.

As our Constitution contains the principles by which the American people live and govern themselves, we are astonished when we realize how little the average citizen knows of the Constitution, yet how quickly we condemn the immigrant when he wanders away to some new idea of government different from what we call American standards.

"OLD METHODS HAVE FAILED"

That which we would put into the mind of the nation we must first put into the schools. Old methods of teaching the Constitution have failed. New and effective ways must be found. An attempt should immediately be made to impress upon the school children of the United States the principles and guarantees of the Constitution by enlisting their own interest and activity. Children love to dramatize. From the age of eight on they should be encouraged to invent and construct charades and small plays to illustrate the Constitution. Many parts of the Constitution can be acted and will be impressed upon the minds of children in this way.

If we try, by whatever means possible, to impress upon the young mind the justice and fairness of our government; if we encourage them to perform little plays which demonstrate the right of free speech, of trial by jury, of religious liberty, etc., we can later appeal by lectures and other means until the main facts of our Constitution are thoroughly familiar to every graduate of our schools. If some method is adopted in every school of impressing the Constitution on the minds of our youth, it will be only a few years before every graduate understands why this is truly a land of liberty.

"KNOWLEDGE MEANS LOYALTY"

In the past, many children left our schools without ever having studied the Constitution.

Others who did study it seem to have done so superficially and never to have come to a real understanding of it and reverence for it. Americanization efforts not based on giving a general knowledge of the Constitution are idle. If Americanization is to be effective, no time should be lost in trying every plan to impress upon the youth of the country the main facts and principles of our Government.

Loyalty to a country is strongest when a full knowledge of the purposes and ideals of that country are known to each citizen.

The franchise should not be given to anyone who cannot offer proof of sufficient knowledge of American principles to make him or her realize the effect and value of his or her vote. We cannot Americanize in any other way and achieve lasting results.

Teaching American history alone will not make Americans. It is teaching the rights of the individual, as given to us by the Constitution, that will prevent any large number of people in our country straying to a visionary, falsely idealistic scheme of government.

NATIONAL SECURITY LEAGUE WORK

The National Security League, realizing the difficulties that face the teacher who is honestly trying to teach the Constitution, has come to the rescue in a way which has appealed to educators and teachers everywhere. The League has had prepared a pamphlet called "A Catechism of the Constitution" which, in twelve simple question and answer lessons, sets forth all the fundamental principles of the Constitution. In the main, the very wording of the Constitution itself is used, but the interpolation of the questions simplifies the text and brings out clearly the intent of the various provisions. So great is the demand for this pamphlet that the League has printed it in large quantities to fifteen editions.

In addition to the circulation of the "Catechism of the Constitution," the National Security League inaugurated the nation-wide celebration of "Constitution Day," September

17th, and has issued a booklet called "Our Charter of Liberty," which contains short articles on the Constitution by such eminent authorities as Hon. James M. Beck, Dr. Westel Woodbury Willoughby, Judge Julius M. Mayer and Dr. William Franklin Willoughby.

The League has also provided lecturers on the Constitution to schools and organizations, and is teaching the fundamentals of Americanism and the Constitution through a "Correspondence Course for Teachers."

PRICE CONTEST ARRANGED

To popularize the study of the Constitution, the League has arranged a prize contest for the grammar school children in the forty-eight states and the District of Columbia. Cash prizes will be given to pupils who prepare the the best suggestions for dramatization of portions of the Constitution which they themselves select for illustration.

The National Security League is committed to the belief that a true understanding of the Constitution of the United States by its citizens will create a spirit of loyalty to America that will safeguard our country from dangers without and be the surest foundation for peace and prosperity within.

FOR OUR COUNTRY AND OUR CONSTITUTION

\$490 IN CASH PRIZES

The National Security League asks Grammar School children in every state to suggest original charades, dramatization, or pageants to illustrate how the Constitution guarantees our liberties.

Three prizes for each state

(Including the District of Columbia)

1st prize	\$5
2nd prize	\$3
3rd prize	\$2

Conditions: The competition is restricted to pupils in the grammar grades. The material submitted must include:

1. Designation of some particular section of the Constitution chosen for illustration.
2. The names of the characters.
3. Description of the action, if a pageant or charade.
4. Dialogue, if a dramatization.
5. Suggestions as to costuming, etc.

A Clear Demonstration How the Lives of Mothers and Babies Can Be Saved by Prenatal Care

By EUGENETTE PARRY, M. D.

(The following report is based on the analysis of 4,496 records completed before September, 1920, for patients under care of the Maternity Center Association May 1, 1919, or admitted to care since that date.)

Six mothers died in childbirth out of 4,496 confinements, where the mothers had received nursing and medical care during pregnancy under the supervision of the Maternity Center Association. In Manhattan at large, 18 mothers usually die in so many confinements. This contrast shows that the work of the Maternity Center Association at 18 West 34th St., New York City, has saved the lives of two thirds of the mothers who probably would have died because of lack of care.

86 of the babies born alive in the 4,496 confinements died in the first month after birth. In Manhattan at large there probably would have been 163 such deaths. Prenatal care has cut the mortality of infants about one half.

107 babies were born dead in the 4,496 confinements. In Manhattan at large there would probably have been 198 stillbirths. Intensive prenatal care has saved closed to one half of the babies that would have been dead at birth.

In 1919 in Manhattan 1 out of every 27 babies died before one month of age—a total of 2,105

deaths. One out of every 21 babies was born dead. A total of 2613 still-births were reported and many were not reported. One mother died for every 231 babies born.

WHAT THE MATERNITY CENTER ASSOCIATION DOES

1. Through 26 maternity centers it provides medical supervision and nursing care throughout pregnancy to every expectant mother who can be reached and who is not already receiving medical and nursing care. She is taught how to prepare for the new baby. Through the coöperation of doctors, hospitals, midwives, and existing organizations the best possible arrangements are made for the mother's care at the time of her baby's birth, and during the following month.

2. It maintains a clearing house at its headquarters to which hospitals, individuals and organizations report all maternity patients in order to prevent duplication in maternity work.

3. It acts as an educational agency for the entire country in popularizing the need for prenatal care and in demonstrating the possibilities of life-saving through intensive prenatal work.

Lincoln Advocated "An Unfettered Start" for All

"I hope the time may come when our country shall guarantee to all an unfettered start and a fair chance in the race of life."—Abraham Lincoln.

Statistics which reveal that only one ninth of our children between four and six years of age are receiving kindergarten training prove that "an unfettered start in the race of life" is still a hope unrealized.

The extension of kindergarten education was never of greater importance than it is today. In an ill-conceived effort at economy, we are saving on early education, and spending \$3,500,-

000 a day on our criminal classes developed through lack of early moral and social training.

The kindergarten is one of our most potent agencies for Americanization. Under its influence the little alien child soon becomes one of us, and carries into his home the true spirit of democracy—industry, honesty, fair play and patriotism.

Write to the National Kindergarten Association, 8 West 40th Street, New York City, for information and advice concerning the establishment of kindergartens.

Uncle Sam and the Disabled Soldier

By DR. FRANK CRANE

(Issued by the Federal Board for Vocational Education with special permission of The Associated Newspapers)*

While there is so much criticism of the Government going on, and now that the war is over nobody seems to have a kind word for Uncle Sam, I would like to call attention to one really good and first class thing he is doing.

The Government has appropriated \$90,000,000 to help all those who have been incapacitated by the war to fit themselves for jobs.

That is quite a tidy sum. Do you know about it? Are you a disabled soldier, or do you know of one? If so, here is the chance to find out that the country that asked men to fight for it is not altogether ungrateful.

Every week hundreds of service men are discharged as cured from the government hospitals, and at the same time returned to civilian status, but these young men in many cases are not physically and mentally able to take up their former vocation. The Federal Board for Vocational Education has \$90,000,000 at its disposal and is prepared to give training to any disabled ex-service man honorably discharged since April 7, 1917, who is unable to carry on at his former work without a real handicap and whose condition makes such training feasible. In this way the government has provided a comparatively happy and independent future for such men.

The government now pays men from \$80 to \$170 per month, according to a man's dependents and the cost of living in the locality in which he is trained. These men are trained at many of the best professional and trade schools in the country; others are trained on the job with some practical firm; still others prefer to keep

their present positions and study in night courses without training pay in order to advance themselves.

If a man's eligibility can be established, he can be almost immediately enrolled in a school or placed in training for a trade with some firm.

Men from out of town will be furnished free railroad transportation upon request and given meals and lodging where necessary.

Lack of schooling does not make a man ineligible. The Board will endeavor to train the most illiterate foreigners. Many men think it is necessary for them to leave home towns in order to get training of any sort. As the Board places a great many men in "placement training on the job," it is quite possible that a man can live at home while taking training.

If any man has a reason why he cannot accept vocational training at the hands of the Federal Board, he is urged to bring that reason to the attention of the board. If he is right, his case will be retired to the Board's inactive files until he wishes to open it again. If he has been misinformed, the Board will set him right. The Board states it is continually running into men who do not know what they may be entitled, for instance, to compensation from the War Risk Insurance Bureau, and also to training under the Federal Board.

You may have heard ex-soldiers or others say that the government drafted them to fight, and now that it's all over, it casts them aside, and cares nothing for them.

If you have read what I have written here you know that is not so.

* Published in CHILD-WELFARE MAGAZINE with the request that this information be given publicity in every community.

National Congress of Mothers and Parent-Teacher Associations, Publicity Department

MRS. W. H. SAWYER,

REVIEW METHODS OF DIFFERENT STATES

Alabama in the year books has extension and telephone departments, two excellent means of publicity. Mrs. M. J. Powell reports a state organizer.

Delaware has a trained publicist, Miss Etta J. Wilson, who is getting all the space they can use in the daily papers.

District of Columbia, Mrs. Geo. A. Hutchinson, chairman, is gaining great publicity through a survey of the schools which has aided the new superintendent in making his budget.

In Florida the State Department of Education gives out all news of organization of parent-teacher associations, which are being formed rapidly, so that Florida will soon have enough for a State Branch.

Georgia has placed the publicity on a business basis with a paid chairman and ten or more mediums connected with papers or magazines.

The chief copy for distribution is prepared by the chairman, Mrs. Candler Hergett, and the President, Mrs. C. P. Ozburn, who for two years has edited the Parent-Teacher Association Department in *Home and School*.

Their standard of excellence has brought wide recognition through a campaign among the schools.

Illinois' leaflets and loan papers stand out as good spreaders of the organization.

Kentucky is now spending all her time and money on a paid organizer, which is of greatest publicity value.

Massachusetts *Bulletin* is edited by Mrs. E. M. Barney.

Mrs. J. L. Harbour is new publicity chairman.

Missouri has issued the first copy of a bulletin to be printed quarterly. Full-page ads on the back help meet expenses. The *Missouri State Journal* is also used for publicity. It reaches every teacher in the state.

New Mexico gives a membership form and record that are excellent in giving permanence to the objects of the organization.

North Dakota distributes our literature, and thus the Parent-Teacher ideas, through the state Extension Department of Bureau of Education, and suggests all state educational departments extension divisions be requested

to do this. A far-reaching way, free to us and goes with other literature of the state when they are sending it out.

Oregon besides the papers and state magazines has a part of a sheet in an exclusive society paper. The press chairman, the president, Mrs. C. W. Hayhurst, has as her assistants the club editors of the three large state papers, and these are sent by the papers to cover their state conventions. Two pages are given in the *State Teacher* monthly. With work so heavy an extra chairman is appointed just to prepare the boiled down articles for the CHILD-WELFARE MAGAZINE.

Ohio has had one of the best seasons of Parent-Teacher Association publicity in her history with the visit of the national president. Her inspiration, advice and addresses had many points of personal contact; in several state board sessions, with fine attendance; in a dinner of leading state people, educators and legislators; at a tea speech where over 300 attended including about everyone of prominence in the capital, representing the flower of those available to work for the children and education; finally at an intimate kind of luncheon, to clinch some real results with the leaders—the new dean of the school of education of the State University and wife who is the new state press chairman, the senior member of the board of trustees, the state superintendent, the State, District, and City Council Parent-Teacher Presidents, state councillor, and the national press chairman. A plan was drawn up to connect the State Parent-Teacher Associations and the leading state educators even more closely than formerly.

Ohio takes pleasure in introducing her new state press chairman, Mrs. G. F. Arps, a trained woman and wife of the dean of education of Ohio State University.

Press chairmen, presidents, officers and members, what is the use of the best you can do, if you do not give it out to help others? Feel an individual responsibility in making all your progressive, constructive movements reach to as many people as possible. Appreciate that your publicity department is vital to all your work!

They Rise Glorified

Not to the swift the race; not to the strong the fight;
Not to the righteous perfect grace; not to the
wise the light;
But often faltering feet come surest to the goal;
And they who walk in darkness meet the sunrise
of the soul.

A thousand times by night the Syrian hosts have
died:

A thousand times the vanquished right hath
risen glorified.

—Henry Van Dyke.

Will Have a Different Expression Then

By C. R. GAINS

Not long since, while riding on the interurban railway in the central portion of the state, we got into a conversation with a pleasant, middle-aged lady, of matronly appearance, modestly dressed, and the conversation revealed the fact that she was a probationary officer on her way out to the state industrial school for girls, at Mitchelville, Iowa, with a prisoner (?)—yes a prisoner, according to the law, but out of love for the little girl we will say a "candidate for the girl's training school"—who because of circumstances had been forced to leave her home and take up her abode in these new quarters possibly for a number of years.

There she was across the aisle from us, having dropped into the seat with another sixteen or eighteen year old girl who was on her way to visit with relatives somewhere in the state. This little girl did not suggest to any one that she was a prisoner. She was neatly dressed, carried a pretty little "vanity purse," had a pretty little gold wrist watch on her arm, wore neat little pumps, had on tidy clothes of neat design and pattern. She was attractive of features, smiling, looking interestedly out of the car window at the varying scenes, and then back at the people—the people of the great state, that was caring for her, and were going to "correct" her. She looked as though she might have been the daughter or the niece of this matronly probationary officer, and that these two, aunt and niece, were going somewhere across the state to visit other aunts and nieces. But alas! no more visits with aunts or cousins for her, for awhile at least. She was a "kleptomaniac." Lately, she had manifested a mania for picking up little articles. She had been arrested once—once, for stealing a watch from a relative, not that she needed it, for she had one of her very own. Then she cried for three weeks trying to solve a way of getting it back to its owner without being detected. Then came the apprehension, the officer, the court, the judge, then probation. Then when out on probation, her parents repeatedly dinned it in her ears, "you are no account," "you have disgraced the family forever," "you will never amount to anything," etc., etc. And with the burden of shame on her heart and these words constantly grating on her soul she ran away, slipped out, and found work as a domestic in a home not many miles away, and, as she told the officer afterwards, she was "going to show the folks she would make good." But she did not know of the consequences of the disregard for the rules of the court, and now she must go to an institution for incorrigibles. There she will without doubt get into conversation, and into company with girls that *are* incorrigibles, and

that have real criminal natures, and some of them well developed.

We are not finding fault with the court that sentenced her, or with the state officers, for what else could they do under present conditions? But, is there not a better way to cure that girl, and others with like diseases?

I say diseases; for the short observation we had of the girl on the car as we rode along, showed her to be the victim of a nervous condition. The twitching of the mouth, the clutching of the purse strings, the short quick glances about the car first at the conductor and then at the passengers, and the smile that spread over her face the moment she caught any one looking at her, all showed plainly that the thing she needed was a course of treatment in some sanatorium, or institution where nerve diseases are successfully handled. This would most likely result in her gaining her mental equilibrium, and enable her to face the moral issues of life more firmly.

That she was not aware of the real seriousness of the situation was plain from the fact that she had stated to the probation officer on the way to the train in her home, that "it was a shame anything like this had to come on the family honor, for her grandfather had raised ten children, and not one of them had a dishonorable record"; just as though she were talking about some third person she had just heard of.

Only a heart of stone would not have been touched with the pathos of the situation. She was a little girl, smaller than the average sixteen year old girl, the features were those of refinement and culture. She had a good countenance. She will have to suffer for some one else's weakness. Maybe it was prenatal influence; it may be because her parents were too anxious to keep up with the whims and follies of society, and to keep a respectable name in the community. Some people are so much concerned about being "respectable," and being "somebody" that their own children go to the devil. We don't know. But, the help this girl has needed in the tender years of her character formation has been withheld, evidently. And we do know that when the long shadows of the tall elms fall across the lawn of the institution where she is incarcerated, and the after-supper tasks are done, and each inmate must "turn in" each to her little cot, and this little girl thinks of her brothers and sisters at home, all of them younger than she, who with their father and mother are sitting about the fireside chatting, there will be a sadness, and depression, if not bitterness settle down over her soul, that will stifle what natural ambitions and desires there are there. And when she does get out she will not go with the smile she went in with; for it was not a

brazen grin, but a sweet smile that met the nod of the officer which indicated "this is where we get off." Moreover, society is relentless, and will look upon her with suspicion when she leaves that school, and will not extend a warm welcome.

She will not have a chance to accept the hand of the land's best and most prominent young man in marriage. The "bird with a broken pinion can never soar as high again."

National Kindergarten Association Awards Medals for Poems on Joan of Arc

The National Kindergarten Association announces the names of the three kindergarten teachers who have won the gold, silver and bronze medals for the best poems on Joan of Arc. The poems, with names of writers, follow in the order medals were awarded:

JOAN OF ARC

Down thro' the changing centuries her image
rides—
Youth calling youth to arm against varying
wrongs,
And thronging from each generation, dauntless,
vision-led
Youth answers to the call.

Brave hearts, trustful as she, when but a child,
freed from her tasks,
The voices taught her in Domremy's fields,
God grant that in these later clamorous times
they only hear
The voice of truth and love.

SUSANNA C. MABEE,
407 North Madison Street,
Rome, New York

JEANNE D'ARC

Your spirit speaks again, Jeanne d'Arc.
A million eyes are vision-filled.
Your dauntless courage urges on
A host which time has never stilled.
And gaping roofs and yawning fields
Yield to the power your spirit gives.
The shell-torn gardens bloom and flower,
And once again France lives.

Your shrine, once but a tiny niche,
Sent brave men forth to do or die.
Across the sea, with bated breath,

A nation heard their stirring cry.
Now at your shrine, oh Maid of France,
A new world worships. And behold,
Your glorious spirit breathes and lives
And links a new world to the old.

ADA M. MILNE,
10 East 36th Street,
New York City

JEANNE D'ARC

With the heart of a child she leads the world
To heights where only the brave may stand;
With her flashing sword and banner unfurled,
Holding heaven and earth in her dauntless hand.

A simple shepherdess dreaming dreams,
On the quiet hills with the grazing sheep,
Yet to her pure burning soul it seems
Visions of God's own glory leap.

Tyrants before her flee in fear,
And courage springs at her touch like flame
As the Maid, unafraid, for God and France
Fights on to triumph in his great Name.

For brave Jeanne d'Arc what guerdon then?
Death at the hands of evil men.

C. RANSOM,
34 Washington Street,
Winchester, Mass.

Professor John Erskine of the Department of English of Columbia University, Mr. Carl Van Doren, literary editor of *The Nation*, and The Joan of Arc Status Committee were the judges of the poems submitted.

The three beautiful medals were provided by the Joan of Arc Status Committee, of which Dr. George F. Kunz is president.

Editor's Desk

Welcome to President Harding.

As this magazine goes to press a new leader is being inaugurated as President of the United States. He comes into the duties of the office with a deep sense of its great responsibility, and with dependence on Divine guidance in the duties of the office. His high regard for the opinions and advice of the Mothers of the country has been voiced in his speeches.

In the selection of his Cabinet he has thoughtfully considered the qualifications for service of those who have been invited to aid him.

The appointment of Herbert Hoover, the greatest friend of children, the man who has given international protection and life to millions of children is one that will have the approval of his many friends here and abroad. In the Council of the Cabinet his vast experience and knowledge of the needs of children, his heartfelt interest in serving them will be of inestimable value.

Great are the problems that must be met by the new administration. No easy task faces those to whom has been committed the task of leadership. They will be open to suggestions that may be valuable.

All should work with, not against, those to whom these difficult duties are given.

Glimpses of the Convention of Department of Superintendence, National Educational Association, Atlantic City, N. J.

Leaders in education from every state in the Union and many counties met in Atlantic City, February 24 to March 3, to confer on the welfare of the twenty million children in the public schools.

Dr. Calvin N. Kendall, the president, was too ill to attend. New Jersey people are unanimous in their appreciation of his great service to the state during his administration as Commissioner of Education.

Through his leadership New Jersey stands number four educationally in the survey of states. No gathering of any organization in the country has so great an influence on the future of the nation as this one which is shaping the ideals and character of the citizens of tomorrow.

The great convention hall on the Million Dollar Pier was filled to overflowing with members of the National Educational Association. Topics discussed on the main program were The Great Problem in American Education; The Rural School—What Has Been Accomplished; What Is the Solution; Some Ideals and Accomplishments of the School System I Represent; The Probable Future of Education in the United States, Its Policies and Programs; Schooling of the Immigrant; The Great Need of the Schools, Better Teaching, How Shall We Get It; National Aid for Education; Comparative Failure in the Enforcement of Compulsory Education Laws.

Many section meetings were held with programs of great value.

Commissioner Claxton in his address on main program said:

"The cost of education will quadruple in the next decade.

"Plans must be laid immediately to advance toward this increased expense.

"The national government should bear one-sixth of the total expense."

Commissioner Claxton predicted that by 1930 this nation would be expending annually a sum of \$4,000,000,000 on education. He said that there would be needed 950,000 teachers in the elementary and higher schools of the country.

At present the nation spends \$1,300,000,000, and has not enough teachers to fill vacant positions. There are 700,000 school teachers today in America in all the branches of education, including universities.

"American democracy depends on the public schools," said Commissioner Claxton. "Our public schools today cannot really be called good, but we are rapidly making progress.

"I estimate that by 1930 we shall have 120,000,000 population in this country. It will require nearly a million teachers to take care of the class-rooms of the public schools. In order to keep them in the teaching profession and have them proficient in their work, the elementary school teachers' salary should average \$2000 annually and the high school teachers' \$2500."

Dr. Claxton then said that a great number of teachers in the rural schools were not qualified for their positions. Then looking again into the future and to the tremendous cost involved he said:

"We must now begin to make preparation in the matter of taxes so that this great cost will be born equally by all the people.

"That sum is a reasonable amount to pay. It must be done jointly by the federal, state and district governments. The federal government ought to bear about one-sixth of the total.

"By the time the next decade is past, the total wealth of the country will exceed \$450,000,000,000 and the yearly income will be one billion. The people can easily afford to pay 4 per cent of the income for education. It is in reality a very small amount because it increases the efficiency and therefore the earning power of the country."

H. M. Towner, representative in Congress from Iowa and sponsor for the Smith-Towner Bill, expressed confidence in the passage of this important measure which will give Federal aid to states

in support of education. In this way equal advantages will be extended to children in rural communities.

Physical Education Conference.

The Commissioner of Education three years ago called together a representative group of men and women for a conference on Physical Education. From that Conference emanated the Fess-Capper Bill providing for Physical Education for all school children.

Dr. Claxton presided at this Conference on February 28. E. Dana Caulkins has been the manager of the campaign to secure the passage of the measure. The progress of the year was reported, and appeal made for coöperation of every one in promoting passage of the bill.

It took a war to reveal the physical defects of a third of the boys, and there can be no doubt the girls would not have stood the test any better.

This bill if passed will give equal advantages for physical development to all children, whether in remote country districts as in crowded centers of population.

Five Tributes to Parent-Teacher Associations.

Very enthusiastic tributes were made as to the value of Parent-Teacher Associations by city superintendent of Los Angeles, Mrs. Susan M. Dorsey, and by Superintendent Ernest C. Hartwell, of Buffalo, at a Round Table Conference in the new Americanization Movement.

In the discussion which followed, a foreign citizen spoke of the Parent-Teacher Association as the best medium of any for helping the newcomers to our country.

Superintendent Frank Cody, of Detroit, told of the establishment of day-time classes in English for foreigners, under the school system and at its expense. The necessity for teaching English to Mothers is so strongly emphasized that 3,000 mothers attend the classes, and are learning as rapidly as the children and the men to speak our language. The opinion was expressed that evening classes do not meet the need,—that definite provision for teaching English to all foreigners should become a part of the school system. Until that is done there is no way of equipping them to become intelligent citizens. In Detroit foreign children are organized as Boy Scouts. This is done in the schools as an Americanization measure. A strong plea was made by Superintendent Frank V. Thompson, of Boston, for the recognition that all nations were on an equality in the vital standards of character and faith, that only as we cease to patronize or look down on those who come from other lands can they become an integral and happy part of our citizenship.

Qualifications of teachers were touched upon in many addresses and plans suggested for improving standards for new teachers and for those in service.

Truancy.

Problems of Truancy were discussed in one section. That it is not always the fault of the child was shown when a boy who had become an habitual truant said "Mother what day is it tomorrow." "Monday," said the mother. "Gee! I'm glad," said the boy. A new teacher had found the way to the boy's heart and made school a joy to him.

The need for humanizing teaching was emphasized by several superintendents and teachers.

A delightful program was given at the Conference of National Congress Mothers and Parent-Teacher Associations on March 3 in Presbyterian Church, with Mrs. M. P. Higgins, Presiding at the afternoon session.

What the School Owes the Child—Julia Wade Abbott, U. S. Bureau of Education, Washington, D. C.
The Parent's Responsibility to the Child and the Neighbor's Child—M. V. O'Shea, University of Wisconsin, Madison, Wis.

The State's Responsibility to Its Children—Payson Smith, Commissioner of Education, Boston, Mass.

Dr. P. P. Claxton, Presided at the evening session, when the following papers were read:

The Nation's Responsibility to Its Children—Julia Lathrop, Chief Children's Bureau, Washington, D. C.

The Nation's Opportunity in the Training of Its Future Citizens—William C. Bagley, Teachers College, Columbia University, New York, N. Y.

There were many social gatherings, luncheons and dinners.

The largest of all was given by Mrs. Sarah Leeds, honorable vice-president of the National Congress Mothers and Parent-Teacher Associations, with the New Jersey Congress of Mothers and Woman's Council of Atlantic City assisting her. In the receiving line with Mrs. Leeds were Mrs. Milton P. Higgins, Mrs. Frederic Schoff, Mrs. Drury Cooper, Mrs. Wellington Bechtel and Mrs. Kate Waller Barrett, all leaders in the National Congress Mothers and Parent-Teacher Associations. The reception was given in beautiful Vernon Hall, an annex of Haddon Hall. Beautiful floral decorations adorned the rooms and a supper in the dining room was served to all members of the National Educational Association attending the convention. Over 900 persons shook hands with Mrs. Leeds and those who received with her. Every state in the Union was represented by the guests.

It is a liberal education to attend all the meetings of such a convention, but as many meet at the same time, many reports would be required to cover all.

Great are the aims and high are the ideals of the men and women leading in the school work of the United States.

Women Form Legislative Council.

Pennsylvania in its League of Women voters has formed a Legislative Council which includes the leaders of State Republican party, State Democratic Party, Pennsylvania Congress of Mothers and Parent-Teacher Associations, Federation of Women's Clubs, W. C. T. U. A legislative committee has been appointed to take charge of the work at Harrisburg. This committee is made of up two members from each organization. Mrs. John O. Muller, president of the League of Women Voters, is chairman. Only state-wide organizations with branches in at least 30 counties can be admitted to membership.

Corporal Punishment in Public Schools.

Several years ago an investigation was made in regard to corporal punishment by teachers, and it was found there was no law against it in most states. Some very serious inflictions of punishment by certain teachers caused great sorrow and dissatisfaction among the parents, but the state superintendent stated there was no law against it.

In view of this the following statement by Commissioner Claxton should have wide influence. It applies equally to parents and teachers.

ROD IN SCHOOLS OPPOSED

Whippings Reflection on Teacher, Doctor Claxton Asserts

Corporal punishment of school children is "likely to indicate weakness in the teacher." P. P. Claxton, federal commissioner of education, said today in a statement prompted by reports he has received of severe punishments in some schools. One report told of a fourteen-year-old boy having received 100 lashes.

"Any person competent to teach and manage a school can maintain discipline without corporal punishment," statement said. "Education and discipline have no use for such methods."

Six Million Children Enlist in Modern Health Crusade.

The National Tuberculosis Association in its Health Crusade to form right health habits in children inaugurated a movement which in the few years of its existence has enlisted the hearty approval and interest of children, parents and teachers. Nine states have made it a part of the school system.

If you have not yet introduced it in your schools write to Mr. Charles De Forest, Secretary, 381 Fourth Ave., New York, and secure the literature that will show you how to conduct it.

Health and mental ability are closely allied, as is shown in New York state. Since the introduction of Physical Education in the schools the pupils have increased their standing in school work in a marked degree. The Health Crusade begins in the elementary schools and by its dramatic methods attracts all children.

PROGRAM FOR PARENT-TEACHER ASSOCIATIONS FOR MARCH

The Programs given from month to month require the service of three members of the association for each meeting. They develop home talent, at the same time providing papers of educational value in child-nurture. They ensure a high standard for the season's meetings, and awaken wider interest in child-welfare as the members learn of the movement throughout the world.

FIRST TOPIC—Teaching the Constitution of the United States—Education's Primary Task.

SECOND TOPIC—What Other States are Doing.

THIRD TOPIC—Current Events in Child Welfare.

List of Loan Papers in Child Nurture suitable for programs may be secured by sending 2 cent stamp to National Congress of Mothers and Parent-Teacher Associations, 1201 16th St., N. W., Washington, D. C.

The Twenty-Fifth Annual Child-Welfare Conference of National Congress of Mothers and Parent-Teacher Associations will be held in Washington, D. C., April 26, 27, 28, and 29.

New Ebbitt Hotel will be the headquarters.

All members of the Congress are cordially invited to attend. Each state branch is entitled to send as voting delegates its president, recording and corresponding secretary, and treasurer and one delegate and one alternate for every five hundred members.

The program includes important business affecting the entire organization. Suggested revisions of Constitution and by-laws will be presented for consideration and action by the Convention.

State News

ALABAMA

State news from the states of Alabama, Mississippi, Georgia, Kentucky and Tennessee would not be complete without mention of the visit of the president of the National Congress of Mothers and Parent-Teacher Associations, Mrs. Milton P. Higgins, during the month of February. In numerous cities in each state, most enthusiastic meetings were held. The work has been given great impetus by the inspirational addresses given by Mrs. Higgins. Superintendents of instruction in the various states gave unqualified endorsement of the work of Parent-Teacher Associations.

ARIZONA

MOTHERS' CONGRESS TO CONVENE IN PHOENIX

The 17th annual state conference of the Arizona Congress of Mothers and Parent-Teacher Associations was held in Phoenix, February 25, as announced by the president, Mrs. J. C. Norton.

The meeting was held in the west wing of the high-school auditorium, the morning session being devoted to committee reports, the election of officers and action of several constitutional amendments.

The evening before the all-day conference the organizations had a banquet at the Woman's club.

A membership drive for 100 per cent. in membership is in progress in Phoenix and the rural districts.

The Phoenix Appliance company has offered as a prize a vacuum cleaner to the lady securing the most members or the largest percentage of members based upon the number of families in her district.

As a New Years' gift to the Madison community, the Madison Womans Club has presented the school trustee of the district with the deed to a tract of school ground to be used for school purposes.

The club, it is understood, bought the land for \$800 and made its first payment less than two years ago.

The organization, which is affiliated with the state Congress of Mothers, is deeply interested in educational work, which it features. It gives as its objects the association of its members for study and for such educational, social, philanthropic and civic activity as it deems advisable, with the additional object of the parent-teacher principle of bringing into closer relation the home and the school that the parent and teacher may cooperate intelligently on the education of the child.

Under the direction of the Adams Parent-Teacher association, the pupils of each room of that school visited homes and solicited articles of clothing and shoes for men, women and children that have been outgrown or discarded. The association is in urgent need of clothing for children and older folk. Funds also are needed with which to purchase milk for babies and for the sick and in cases of emergency.

Members of the association have carefully investigated the various cases and are prepared to vouch that the need of these articles of clothing and food are urgent. All who can assist were requested to respond to the appeal.

CALIFORNIA

At a recent meeting of the executive board of the California Branch of the National Congress of Mothers and Parent-Teacher Associations, Mrs. Margaret McNaught of Sacramento, state commissioner of elementary education, and member of the board of council of the California Branch, gave greetings and a message from the State Board of Education asking cooperation in enforcing the laws governing the sale and use of cigarettes to children of school age. A committee was appointed to prepare a resolution for the next meeting.

At the February meeting of the Board Mrs. David O. Mears, of Cambridge, Mass., National vice-president was present and extended greetings from the National President, Mrs. Milton P. Higgins. She paid tribute to California and its Parent-Teacher organizations, and brought before the meeting, Founders' Day, February 17, which is held in commemoration of the founding of the National organization. The National Congress of Mothers and Parent-Teacher Associations is a body of men and women of intellectual achievements, and reputation; leaders in religious, educational, philanthropic, and social affairs; fathers and mothers of all stations in life, all drawn together for the welfare of the child.

Mrs. Dana Thompson, president of the Willow Glenn Parent-Teacher Associations, spoke on Uniform Marriage and Divorce Laws, and urged the State Board to look into the matter thoroughly. Under the present law, licenses can be secured too easily. Easy divorce is destroying American homes, and depriving children of home environment. One of the causes of juvenile delinquency is the broken home. A resolution presented by Mrs. Thomas in reference to uniform marriage and divorce laws was indorsed by the board.

The Department of Patriotism of the California Branch has just issued "Circular letter No. 1," containing instructions relative to the flag, the salute, and the flag code. It is well worth seeing.

CONNECTICUT

The report of the legislative chairman of the Connecticut Branch of the National Congress of Mothers and Parent-Teacher Associations is especially interesting and should all be printed. Only a section is here quoted; and it would be well if all states could follow instructions given. "As you know the legislature is now in session. We are fortunate in having five women representatives, any one of whom stands ready to introduce our bills. Bills when introduced are at once referred to Joint Committee composed of two Senators and from five to eleven Representatives. A hearing is given on each bill. The time of the hearing is announced beforehand and may be found in the columns of any daily newspaper. It is of the utmost importance to have as many women as possible present at such hearings. It is not necessary for the women who go to hearings to make speeches in support of the bills, but it is desirable that when the chairman asks if anyone else—towards the close of the hearing—wishes to speak in favor of the bill, each woman should stand up in her place and say audibly and distinctly, 'I am Mrs. —, of —; I represent —, and am in favor of the bill.' A very bad impression is produced if there are no supporters of the Bill present at the hearing. Every measure endorsed by the Connecticut Congress of Mothers and Parent-Teacher

Associations should also be brought to the attention of the local Representatives in each town where there is a Mothers Club or Parent-Teacher Association. This may be done by personal interview, by telephone, by letter, or by telegram—by all four methods in the case of an important measure such as the appropriation for the State Farm for Women. Bills carrying appropriations need much more pressure than bills which make no calls for tax money. The Senator of each district should be approached in the same way as the Representatives.

"We are urged to begin this work at once. Call upon your Representatives when they are at home. Talk about the Bills you want when you meet them. Write to them when they are at the Capitol, and telegraph them when the Bill is coming to a vote. Do not give them a chance to say they are opposed. Do not ask their opinion. Tell them how interested the women are in these measures and how grateful you will be to them for help. Ask them also to speak for the Bills at the hearings."

IDAHO

In each one of the Parent-Teacher Associations in this State, the reports show the closest coöperation with the schools—boards and teachers. Only a few of the ways the teachers help the locals may be mentioned here. At Cole Parent-Teacher Association, the eighth grade put on some clever magical stunts which are still puzzling some of the visitors. Miss Moore's fifth and sixth grade gave an impressive "knighting ceremony" finishing ten weeks' work of the Modern Health Crusade. Each knight wore a white robe and helmet, both decorated with the red double-barred cross.

The Cole Parent-Teacher Association recently learned that its school was 100 per cent. in the Red Cross drive and that every child having contributed to the Children's Home, gave them another 100 per cent. The pupils in the primary grade sent a huge basket of apples to the Home. At a January meeting of this busy organization, it was voted to pledge \$60 for the support of an Armenian orphan for one year.

The Gooding Parent-Teacher Association recently indorsed the following Bills and asked members to write to their Congressmen asking them to vote for the Bills: Fall river reservoir, Sheppard-Towner, Smith-Towner, and Fess Amendment to the Smith-Hughes Bill. Many other locals have held meetings recently at which legislative measures were discussed and indorsed.

ILLINOIS

The DeKalb High School of Peoria recently had an evening session in order that the parents might see the school plan in operation. Two hundred and fifty parents attended and were enlightened in a manner they had not thought

possible. There were only twenty absentees from a student enrollment of 380, students being given full credit for attendance at the evening session.

The Knoxville Association had a Fathers' Night on November 22, when Professor Fadner, of Lombard College, Galesburg, Ill., gave a fine address on "The Boy and His Dad." The "Dads" responded to the invitation sent them and an unusually interesting meeting was the result.

MASSACHUSETTS

In this state much agitation is aroused concerning suitable dress for school girls. At Mechanics Building, Boston, on Wednesday morning, February 9, the Massachusetts Parent-Teacher Association illustrated suitable dress for all occasions for girls in their teens, by means of living models. Dress for little children, as it relates to health, was also demonstrated and explained.

Medford and Leominster clubs report a loan library containing such books as "The Mother in the Home" by Josephine Story, "The Young Folks' Book of Ideals" by W. B. Forbush, and "Mothercraft Manual" by Mary L. Reed. They commend such a library to every Association and ask for new concerning such libraries.

MICHIGAN

The First Ward Parent-Teacher Association of Three Rivers held a very interesting meeting recently at the Third ward School. There is a contest among the children of the school to see which grade can have the most people present who were invited by that grade. The winning grade has a beautiful picture to hang in its room for the following month or until the next meeting of the Association. The second grade won the banner at this meeting. The school nurse gave a short talk about her work. The President, Mrs. M. K. Fellows, spoke on "Safe Motherhood," explaining the Sheppard-Towner Bill before our present Congress, a measure which is uppermost in the thoughts of the people of the United States.

MISSISSIPPI

From the Parent-Teacher Association of Hazlehurst, Miss., comes this interesting report: As President of a live, active Parent-Teacher Association, I am writing to ask you to send me all the material necessary for Child-Welfare Day, February 17. We have just given a concert by our ladies, of an old-time, antebellum reception in a southern home. We wrote our play and staged it. I have had requests from several towns asking for it. Is there any way by which we could have it published for Parent-Teacher Associations benefit? We played to a crowded house and numbers were turned away. Our door receipts were \$135. At present we have a doctor and nurse examining every school child

and feel that it will be a great benefit to our children.

MISSOURI

FOUNDER'S DAY CELEBRATED

The Parent-Teacher Association of Endora met at the school building on February 17, Founder's Day.

The program was a detailed review of the organization, significance, and work of the National Congress of Mothers and Parent-Teacher Associations. Especially prepared material sent out by the national chairman was read; important events were then emphasized by a rendition of the "ladder symbol." The program closed with an appropriate song, "My Tribute."

From this State come several valuable suggestions of what may be done by Parent-Teacher Associations. The Greenwood Parent-Teacher Association has held its first annual Children's Book Festival which was given at Teachers College Christmas week. The display was made possible through the cooperation of Teachers College and Greenwood Parent-Teacher Association. About 500 people visited the valuable display of books and works of art for children, during the three days of the festival. The idea of the festival is to stimulate a desire for better books and literature on the part of children. Many helpful Christmas suggestions were provided. The books and pictures were chosen from the public library and from local book stores. Short talks on the merits of and characteristics of the books and pictures were made each afternoon.

The St. Louis County Council of Parent-Teacher Associations was organized in June, 1920, at Webster Groves, Mo., and is growing by leaps and bounds. Mrs. P. H. Roberts, a veteran Parent-Teacher Association worker, is president of the organization and under her direction, together, with that of Mr. Roberts, who is the new President of the St. Louis District, Parent-Teacher Associations are springing up all over the county.

Mr. Roberts reports eight lately organized Associations, all of whom have applied for membership in the County Council, and expect to affiliate with the National Congress.

A lecture bureau is being formed of the men and women workers drawn from St. Louis, County, each a specialist in that particular line who will go out on call to any association and give practical help in carrying out any phase of child-welfare work undertaken. With such aid and given in the beautiful spirit of service that it is, we expect great progress and growth from all of these new organizations.

The Avery Association of the St. Louis County Council, is justly proud of the following things which it has accomplished:

1. A lunchroom conducted by the mothers for school children and teachers, which proved its need so well that the Board of Education is now running it on plans laid out by the Parent-Teacher Association. Hot and well-cooked food, milk and cocoa are served every day at a reasonable price. All equipment, supplies, and help are being paid for from the proceeds.

2. Community meetings held once a month, which are so successful that four or five class rooms must be used to hold the crowds. All talent is drawn from the community. In one room is dancing for the young people, with a good four-piece orchestra, members of which are ex-students of Avery. An adjoining room has a picture show in progress, given with our own machine purchased by the Association, appealing to the younger children. Upstairs the older people are listening to interesting talks on subjects of community interest, and often songs and little plays put on by the school but taken from their regular work and involving no extra preparation, while across the hall is a busy room where the hospitality committee of our Association is busily serving refreshments. The price of refreshments is always reasonable but nets us a neat little sum for each of these well-attended community meetings.

3. Papers and magazines are brought to school every Friday morning by the school children, weighed, and tabulated, so that the room bringing the most wins a prize each month. The papers are sacked or tied in bundles by the eighth grade boys before school opens, under the direction of the thrift committee of our association, and placed in a neat pile for the truck to load and take to the paper dealers. Our first morning's work brought us a check for \$46.10, and will amount to a tidy sum at the end of the year.

However, these activities are only a sign of the fine spirit of coöperation existent in the Avery Association. The entire district is alive to the big business of Child-Welfare, and we give these only as hints of what is being done. May you, too, inspire your helpers with the lovely sense of service given in these lines:

"Lord, give the mothers of the world
More love to do their part;
The love that reaches not alone
The children made by birth their own,
But every childish heart.
Give to the world true motherhood
That seeks the universal good."—Wilson

NEBRASKA

From Bridgeport comes this interesting letter: "We had our regular meeting a week ago and we find that the enthusiasm is growing. Our patrons really want to *do* things for their children. The packet which I am returning certainly proved its worth. It gives the people

something to think about and if they think hard enough, the thoughts are followed by actions. . . . We had a 'parent-teacher' Institute last week. I am inclosing a copy of the program. I do not know of any one thing that could do more good than these meetings. We have had an 'Educational Revival.' Thursday we had a cafeteria lunch in the Opera House for the purpose of raising a part of our playground fund. We took in \$152. We are doing all we can to make the parent-teacher idea a success, and we appreciate your help."

NEW JERSEY

New Jersey has just issued a Year Book of which they may justly be proud. In the February issue of their *State Bulletin* occurs this "Important Notice": "The National Congress of Mothers and Parent-Teacher Associations will hold a conference at Atlantic City, N. J., March 3, immediately following the meeting of the Department of Superintendence of the National Education Association. Every Congress member in New Jersey should attend this unusually valuable meeting. The New Jersey Congress will be hostesses to the National Congress."

Attention is also called to these two important matters: What can each member of the Parent-Teacher Associations of New Jersey do to bring about the enforcement of the *prohibition law*? Remember "The enforcement of the law does not depend so much on number of officers on the job as it does upon the vigilance, faithfulness, and enthusiasm of the *law-abiding public*."

Is your child's birth registered? It is just as important to have an official certificate of birth of your child as it is to have citizenship papers for those who apply for citizenship in our country. This certificate should be carefully kept with other records for your child.

NEW YORK

Vision, Venture, Victory! The city of Rochester has bonded herself for more than four millions of dollars—two millions of which will be expended in erecting school buildings.

Not many months ago this vision, which came to Mrs. J. Blumenstiel, of Rochester, was presented by her to the city fathers who promptly declared the act of bonding the city for such a purpose would be illegal.

Confidence in the vision she had ventured gave her the courage to add that she believed Rochester would far rather build more schools than prisons.

These visions developed an argument which revealed the fact that a city can legally bond herself for such a purpose.

In less than a year comes the victory which proves that persistent effort in the right direction does bring wonderful results.

NORTH CAROLINA

Burlington Parent-Teacher Association is interested in the health of the children. The county superintendent in his travels through the county has seen the need of teaching parents and children how to be healthy—and in an address to the Parent-Teacher Association gave an insight as to conditions. Steps are being taken to secure a County Nurse. A health pageant given by the children made very emphatic the need for better child welfare work.

CHARLOTTE

Free Text Books

At a meeting of the eleven heads of the Parent-Teacher Associations in the office of Superintendent H. P. Harding, plans were taken up to place free textbooks in the hands of every pupil in the city schools. The plan may start with the lower grades, but the parents interested want to extend it to the eleven grades of the city schools.

A committee was appointed by the Parent-Teacher Associations to follow up the free textbook matter and some legislative action may be sought before the 1921 general assembly has completed its work. This committee will have a survey made of the city to discover how many textbooks are owned by pupils, and from this date, estimate what is needed to buy the remaining needs of the pupils from year to year. Parents will be asked to send their books to the school authorities at the end of the school year, if the plan succeeds, so that the books in good condition may be taken as a basis and enough bought to supply every pupil the next session in September. The plan was taken up by each Parent-Teacher Association at its January meeting, and outlined, giving each patron of the school an idea of what is in view.

The meeting was called by Mrs. A. B. Justice, president of the city council.

The committee appointed by Mrs. Justice is composed of Mrs. J. Renwick Wilkes, chairman, Mrs. David S. Gates and Mrs. T. W. Tate.

There are approximately 8,800 school children in Charlotte, using books valued at about \$42,000 when new, the average life of a book being around three years, the cost for that time reaching around \$120,000. Three weeks after school starts, some of the children are still without books, thus interfering with studies for that period.

C. R. Brockmann, of Brockmann's book store, authorized handler of school books in Charlotte, said that around \$30,000 is spent each year for books and that the schools could save the 20 per cent. maximum allowed booksellers by handling their own books. Only around \$5,000 would be necessary for replacement each year.

By this method, all of the books could be

ready at the time school starts and there would be no delay in waiting for books, he said, adding that his store would gladly release their school book privileges, as the maximum percentage of profit is 20 per cent. and that it costs the store 25 per cent. to do business, resulting in an actual loss of money, in addition to interruption of other business and ill will because of not being able to supply proper books and on time.

Supt. H. P. Harding of the city schools, said that the same objections to free schools were advanced 30 years ago as are now being advanced against free books, but that not a person who opposed free schools at that time would oppose them now.

Wesley Heights Parent-Teacher Association in Charlotte has prepared programs for the entire year covering all the problems that relate to bringing up children. They are proving very helpful to parents.

ASHEVILLE

The Montford School Parent-Teachers' Association has a public health committee which in addition to examinations of school children has appointed a follow-up committee whose work would be to visit the homes of the children who have been found deficient as to eyes, teeth or tonsils and explain to the parent the necessity of correction, either by the family physician or the school doctor.

The basket-ball equipment ordered for the girls and boys playground has been supplied and on every pleasant afternoon the kindergarten teachers, Miss Gudger and Miss Cobb, will be on the grounds as play supervisors and instructors.

A splendid set of hand-colored posters on "Good Citizenship" were displayed. These twenty-five posters were purchased from the American Child-Welfare Association by the Civic League of Asheville and placed in care of of the Parent-Teacher Associations and are to be kept in circulation among the schools, for it is a well-known fact that children imbibe more through the eyes than through the ears. The teachers expect to make these posters the subjects of compositions.

The lunch room report is encouraging, as it shows a slight balance over expenses.

NORTH DAKOTA

The following is taken from the University of North Dakota News Letter: "Judging from the number of requests for copies of the Child-Welfare Day programs, there was a creditable interest in the observance of the day throughout the state.

"Our application for membership in the National Congress of Mothers and Parent-Teacher Associations was considered at the recent Indianapolis meeting, but it was decided

to postpone action until we can report not less than twenty locals and five hundred paid memberships. . . . In the last issue of this publication, it was stated that there were eighteen local organizations. Today, February 15, we have twenty-eight locals. During this period we have sent out forty-one packages of literature to communities requesting information on the details of the organization of Parent-Teacher Associations. The annual directory of the local Parent-Teacher Association of North Dakota will appear April 1st.

TENNESSEE

Parent-Teacher Associations throughout the state extend love and sympathy to their much loved leader, Mrs. Eugene Crutcher, upon the passing of her estimable husband. His interest and understanding in Child-Welfare work will be sorely missed.

Tennessee suffered another great sorrow in the death of our gifted and beloved educator, Mrs. Chas. A. Perkins. Her sweet and gentle spirit reached out an ever helping hand to all Child-Welfare work.

GENERAL

Shelby County strikes a keynote by having classes for mothers in millinery, cooking and also a nutrition clinic. Field day for county schools has been tried out and found most helpful in bringing about community cooperation.

Three children were put in fresh air schools and supported by Parent-Teacher Associations.

The Anderson St. School, Bristol, keeps two needy children in school.

Chattanooga City and County Federation have taken a progressive step in sponsoring fresh air schools.

A plea for leaders comes from rural sections all over the state.

Moses school, Knoxville, also Bell House, are the first to put in scales for weighing children. In this way the interest of the school is aroused in keeping their health up to par.

South Knoxville school has a most complete lunch room. The poorer children are served free.

Lenoir City lends their efforts to keeping the needy children in school, by furnishing free lunches, clothes and books.

Pastry sales held by Parents and teachers Associations will equip a gymnasium in this school.

TEXAS

Some time ago announcement was made in the columns of this MAGAZINE of the death of Mr. Fred Dick, of Colorado, husband of Mrs. Dick, the vice-president of the National Congress of Mothers and Parent-Teacher Associations. Mrs. McAllister has placed a contribution in

the Child-Welfare fund of the state in honor of Mr. Dick. This is a very beautiful thing for the State Branch to do and one that is eminently suitable to perpetuate the memory of one who was for many years much interested in the work of this great organization.

Mrs. Ella Caruthers Porter, National Chairman of Thrift, has just issued a most interesting and helpful little booklet "Suggestive Program for Thrift Education of the Child in the Home." This will be of especial help to those seeking material for Programs for local Association meetings.

WASHINGTON

A series of plans, quite out of the ordinary, are being carried out at the scheduled sessions of the pre-school Circles of Tacoma. One of these is the preparation and display of foods suitable for the child of before-school age. There will be a meeting for "Dads" and one for grandmothers, and one will deal exclusively with mother hygiene. Another meeting will take up "Mother, the home-builder," "Mother the Habit-Builder." "Dress for Small Children" will be discussed by an expert in that line. Books and story telling will have an important place on more than one program.

One of the Bills before the present legislature, deals with the the clothing of our school folks, both teacher and student. Representative Harry F. Kennedy says: "My Bill provides for the simplifying of the school dress of both teachers and students, and will eliminate silks, satins, \$3.00 stockings, \$100.00 commencement dresses, \$20.00 shirts, French heels, and jewelry, other than a watch. My reason for introducing this Bill is: We are spending millions of dollars for school purposes and permitting conditions to exist that drive many boys and girls as well as teachers away from school. Dress is the barrier that keeps many from entering the school and college rooms. As to the teacher, I know of no more honorable profession than that of teaching school. Their work is the real foundation of our country. They prepare doctors, soldiers, ministers, statesmen, and presidents for our country. Yet when the teachers board and dress as communities require, they have nothing left for a rainy day."

An inspirational pageant, "Awakened Motherhood," written by Mrs. H. L. Copeland, Walla Walla, has been printed by the State Branch and a copy mailed to each resident of an affiliated association. This pageant is a beautiful and simple one of educational value as it touches the history of the state and national organizations. It will especially appeal to circles that are interested in having the members and others familiar with the aims and purposes of the founders of the work.

The Washington State Branch now has about 12,000 members with new associations being

formed each week. Splendid work is being done by the twenty-one standing state departments.

The hot school lunch has proved of inestimable value in the schools of the state. This much-needed improvement has been one of the special lines of work taken up by the Parent-Teacher Circles. Scores of successfully planned and smooth-running hot lunch systems are in operation in all sections of the state, both town and

country. Many different methods are used, but the result is always happily satisfactory. Many undernourished children are taken care of daily, many who cannot afford to pay for the lunch making themselves useful in the lunch room in return for lunches.

Garden and canning clubs, stock and poultry clubs also come in for their share of consideration especially in the rural districts.

National Congress of Mothers and Parent-Teacher Associations

CHILD-WELFARE IN HOME, CHURCH, SCHOOL AND STATE

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